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in all. In any book of the type of these the difficult thing is to maintain a thread of connection throughout. None of the above books maintains such a thread of connection. They are somewhat like a dictionary of biography and are more useful as reference material than as texts giving a connected discussion of the history of education.

R. M. TRYON

Sources of Interest in High-School English. By JONES.

This book by Mr. Jones is the most careful and comprehensive on the subject of school English yet published. A very great amount of work has gone into its making, and some very interesting results are now exhibited.

Those who are interested in tabulated data and comparative curves in the scientific spirit of the day will have their desires well satisfied. For ourselves, we confess to more interest in the author's deductions from his investigations. And there are sensational deductions although the book is by no means written in a sensational spirit.

We are sorry Mr. Jones did not complete his study by including the fourth year of the high school. There would be then a certain completeness which is now lacking. But within the limits set for himself, he has done his work excellently well.

Mr. Jones brings out very clearly one point upon which there will be a chorus of approbation by English teachers in general—that the essay has no place in high-school work. "Appreciation of an essay requires knowledge of literary style and does not depend on either plot or personality." At the high-school age pupils are interested almost wholly in plot and personality, in the order mentioned. In the first year there should be plenty of stories of action—*Ivanhoe* is popular; nobody mentions *Cranford* with approval. It is no use to force the child to read books fit only for mature persons. Beginning with a strong interest in plot, the pupil goes on to interest in character, and finally to an appreciation of what might be called a combination of the two—the drama. Here is reason for the present movement in many schools toward teaching the modern drama.

One of the most interesting observations and one of the sensational is that the study of biology and the study of history apparently affect the pupil's reading not at all. This is a serious indictment against biology and history as now taught. Surely the study of biology should stimulate the pupil to read more of the life about him. We wonder if the textbooks and the teaching are not too "scientific" and formal, with the life squeezed out. More amazing still is the information that the study of history leaves the pupil with no desire to read. It leaves him cold in the presence of one of the mightiest branches of literature and perhaps the mightiest teacher of life. And yet history is so alive! What is the good of teaching that leaves no glow behind, be it ever so scientific and modern?

Mr. Jones finds, also, that biography has no interest for children of high-school age. There are some of us who will regret this lack of interest in a fascinating department of literature and may not wish to accept the conclusion as final. If there be truth in the charge, however, there is at once brought up the question of teaching the formal history of literature which is almost entirely biographical. We doubt the value of such courses, except as purely supplementary to reading already done.

A curious omission, to one who knows the reading of boys, is that Mr. Jones makes no mention of the dime novel in the lists of outside reading. An interesting chapter could be added to such a book on the amount of such reading by the high-school Freshman and its increase or decrease in the following years of the high-school course, with the probable relation to such increase or decrease played by the English course. By such a study a good test would be made of the value of the classics in training the mind away from the cheap and unreal in writing.

Teachers of history and biology should do some worrying when they read this book. Teachers of English and all those who are concerned with courses of reading for schools can get most valuable information from it.

J. A. WALLACE

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Readings in English Prose of the Eighteenth Century. Edited by RAYMOND MACDONALD ALDEN. Boston: Houghton Mifflin Co., 1911. \$2.25.

Professor Alden's book of selections from the prose of the eighteenth century is intended to furnish the necessary prose reading for college courses in the history of the English literature of the period. It provides no inconsiderable body of matter from each of the half-dozen authors regarded by the editor as most important—from Addison, Johnson, or Burke, for example. The purpose is not merely to give characteristic specimens of the style of these writers, but to leave an impression of their ways of thought and their subjects, in substantial bulk, so that the student may conceive of them as solid realities, not as thin abstractions of applied rhetoric. In the case of less important authors, such as Bolingbroke and Godwin, the extracts are briefer, and merely exemplify the temper and the literary manner of the writer from whom they are drawn. The great novelists, likewise, because of the restrictions of space, are represented merely as stylists. There are some extracts from the professed critics of the century, such as Dennis, Hurd, and the brothers Warton, chosen to represent the tendencies and topics of conscious reflection on literary themes. The figure of Johnson bulks largest in the book, as in the mind of his time. The selections constitute a fair representation of the age, except for one great omission; namely, that there is nothing in the book from John Wesley's Journal, and in general nothing to represent the evangelical revival